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ABSTRACT

This paper describes a survey conducted in Uganda during 1994 to determine the management training needs of primary school headteachers. A questionnaire, listing 155 tasks and duties performed by Ugandan headteachers, was administered to 47 headteachers in 3 districts of Uganda. Participants were asked to indicate the tasks they considered more important than others to be included in the management training program that was being developed. The tasks are grouped into 13 categories and the mean response for each task is given. The categories are: (1) general management; (2) personnel management; (3) staff development; (4) financial management; (5) records management; (6) materials and supplies; (7) communication; (8) meetings; (9) school governance; (10) curriculum management; (11) school facilities; (12) pupil-related tasks; and (13) other tasks. Using the results of the survey, the Uganda Ministry of Education developed a basic management training course for primary school head teachers. Two appendices provide: the Primary School Headteacher Training Needs Assessment Form and an overview of the Basic Management Training Course. (ND)

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ED 405 293

TRAINING NEEDS OF HEADTEACHERS IN UGANDA

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TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

Paper presented at the Northeast Regional Meeting
of the Comparative and International Education Society
held at The Pennsylvania State University, University Park, Pennsylvania
December 6-7, 1996

ABSTRACT

This paper describes a survey conducted in Uganda during 1994 to determine the management training needs of primary school headteachers[1]. Included is the questionnaire used, which lists 155 tasks and duties performed by Ugandan headteachers, summaries of headteacher responses, and an overview of the training design developed by the Ministry of Education to deal with needs that existed.

INTRODUCTION

The Ministry of Education of Uganda is reforming its primary education system with assistance from a U.S. Agency for International Development project called "SUPER" (Support for Uganda Primary Education Reform). As part of its reform efforts, the Ministry intends to train the headteachers of all government-supported primary schools in the country (i.e., about 8,500 civil servants). The survey described in this paper was conducted to help determine the most important management training needs of those to be trained.

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[1] The term "headteacher" is a gender neutral term used in Uganda to refer to the head of a school. It is synonymous with terms such as "headmaster," "headmistress," and "principal."

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PROCEDURE

First, an extensive list was prepared of the tasks and duties which primary school headteachers in Uganda may be expected to carry out. A first draft of this list was developed by the Ministry's two management training specialists (this author included) mostly by reviewing books, articles, and other documents about school administration and management. That draft was reviewed by headteachers from several parts of the country, by several District School Inspectors and District Education Officers, and by Ministry officials serving on a Management Training Advisory Committee to the Ministry's reform efforts. The resulting revised list, consisting of 155 tasks and duties, was then used to develop the "Primary School Headteacher Training Needs Assessment Form" shown in Appendix A of this paper (see pages 8-16).

That form was administered to systematically sampled groups of headteachers in three districts of Uganda: Bushenyi (N=16), Masindi (N=16), and Lira (N=15). Headteachers who completed the form represented roughly equal numbers of people from above average, average, and below average schools located throughout each district and were chosen by each district's education officers.

The headteachers indicated which tasks they felt were more important than others to include in the management training program that was being developed. They did this by rating each task from"1" (Very Important) to "5" (Very Unimportant) as is explained on the first page of Appendix A. Responses given by the headteachers were tabulated and arithmetic means ($\bar{x}$) were calculated.

FINDINGS

Appendix A shows the tasks surveyed and the mean response for each task. As can be seen by looking at Appendix A, the following tasks were perceived by respondents as being most important (with scores closer to 1.0 being of higher importance):

General Management Tasks/Duties	Mean Response
Set annual school objectives.	1.1
Plan how to achieve objectives.	1.1
Monitor and evaluate achievement of plans and objectives.	1.2
Assess school effectiveness.	1.2
Implement government and school policies.	1.2
Prepare school mission statement.	1.3
Make effective decisions about school matters under his/her control.	1.3
Initiate school policies.	1.3
Lead others so school plans and objectives are achieved.	1.3

Manage one's time effectively during the day.	1.4
Implement decisions taken at various forums/meetings.	1.4
Delegate work to others.	1.5

Personnel Management Tasks/Duties

Write Annual Confidential Reports for staff.	1.3
Maintain good discipline throughout the school.	1.3
Discipline or initiate discipline of teachers/staff, within the power entrusted to him/her.	1.3
Resolve/handle conflicts when disputes occur.	1.3
Motivate teachers and staff.	1.4
Deal with staff performance problems.	1.4
Explain to each person the requirements, terms, conditions, And expectations of the position.	1.5
Allocate/assign duties to teachers and staff.	1.5
Set up school work groups/committees/task forces.	1.5
Ensure presence and punctuality of teachers/staff and pupils.	1.5
Appraise staff work performance.	1.5
Provide feedback to teachers/staff about their performance.	1.5
Recommend teachers for promotion.	1.5

Staff Development Tasks/Duties

Design and plan staff development activities and programs.	1.3
Counsel teachers who are experiencing problems with classroom management/discipline	1.3
Identify training needs of staff.	1.4
Guide and train teachers and staff.	1.4
Regularly observe teachers' performance, including pre- and post-observation conferences	1.5
Advise staff on training opportunities available.	1.5

Financial Management Tasks/Duties

Prepare a budget for the school	1.1
Account for school funds	1.1
Keep cash and financial records safely	1.2
Prepare annual financial report	1.2
Prepare financial statements and reports to School Management Committee, PTA, and DEO	1.2
Mobilize/arrange financial resources (e.g., fund raising).	1.3

Administer fiscal operations of the school within established budgetary guidelines and financial accounting regulations.	1.3
Maintain petty cash account/funds.	1.3
Prepare and present books and accounts for auditing.	1.3
Keep ledgers.	1.4
Complete teachers' payroll forms.	1.4
Arrange contracts for school work/projects.	1.4
Obtain financial grants from the government.	1.5
Prepare financial statements and balance sheets.	1.5
Ensure that teachers/staff are paid.	1.5

Records Management Tasks/Duties

Establish a records system in the school.	1.1
Maintain an effective filing system.	1.2
Maintain school log book.	1.4
Maintain inventory records.	1.4
Maintain security of school records.	1.4
Keep open and confidential personal files for each teacher/employee.	1.5
Maintain an admissions register.	1.5
Maintain pupils' attendance register.	1.5
Prepare pupils' progress/report cards, as per regulations.	1.5
Maintain punishment record book.	1.5
Maintain health record book.	1.5

Materials and Supplies Tasks/Duties

Maintain permanent stores ledger.	1.2
Maintain inventories of supplies and materials.	1.3
Order or purchase supplies/materials.	1.4
Maintain consumable supplies ledger.	1.4
Order textbooks.	1.4
Ensure that textbooks are used regularly and well for teaching and learning.	1.4
Properly store materials and supplies.	1.4
Maintain expendable stores ledger.	1.5
Help teachers to select textbooks.	1.5

Communication Tasks/Duties

Prepare an Annual Report of the school.	1.2
Write official letters.	1.4

Circulate information to relevant authorities (e.g., DEO, School Management Committee, PTA).	1.5

Meeting Tasks/Duties

Ensure that minutes of meetings are prepared and maintained.	1.4
Maintain School Management Committee minutes book/file.	1.4
Maintain PTA minutes book/file.	1.4
Conduct parent/teacher conferences.	1.4
Maintain a staff meeting minutes book/file.	1.5

School Governance Tasks/Duties

Follow laws and regulations related to the school.	1.3
Promote community awareness of, support for, and participation in the school's programs.	1.3
Maintain good public relations with parents and the community	1.3
Explain the role, duties, and composition of the PTA.	1.3
Tender technical advice to school bodies (e.g., Management Committee, PTA), as appropriate.	1.3
Explain the role, duties, and composition of the School Management Committee.	1.4
Explain school regulations and procedures to staff/teachers.	1.4
Mobilize volunteers from the community to help the school.	1.4
Serve as Secretary to the School Management Committee.	1.5

Curriculum Management Tasks/Duties

Propose modification of curriculum/textbooks to National Curriculum Development Centre.	1.2
Prepare school time-table.	1.3
Ensure that guidance/counseling services are provided to pupils.	1.3
Initiate/design school-based curriculum, including activities relevant to local conditions.	1.3
Establish P-8 teaching curriculum in the school (if approved).	1.3
Help teachers develop continuous assessment techniques.	1.4
Organize and coordinate examinations (internal & external).	1.4
Arrange co-curricular activities (e.g., drama, scouting, ...)	1.4
Assist teachers to develop learning objectives for themselves and their pupils.	1.4

Assist teachers and pupils to have a vision for their future.	1.4
Ensure that classes are held.	1.5
Ensure that teachers prepare schemes of work.	1.5
Check lesson plans of teachers.	1.5

School Facilities Tasks/Duties

Initiate and implement physical development of the school.	1.3
Inculcate in pupils and teachers the care of school and public property.	1.3
Maintain a safe and healthy school environment.	1.4
Inspect the physical plant and initiate and carry out procedures to maintain, improve, modify and/or make repairs.	1.5
Ensure that school facilities are effectively used for school and community activities.	1.5
Maintain boarding accommodations, where applicable.	1.5

Pupil-Related Tasks/Duties (in addition to those mentioned elsewhere)

Discipline pupils.	1.4
Admit pupils to the school.	1.5
Register pupils for primary leaving examination.	1.5

Other Tasks/Duties

Demonstrate appropriate and accepted levels of conduct/ behavior.	1.3
Ensure that school personnel comply with health regulations.	1.4
Provide first aid services when needed.	1.5

These findings are consistent with the results of an earlier more general but limited study conducted by the Ministry of Education[2] which indicated, for example, that Financial Management was a high priority area where headteachers needed training.

SUMMARY OF THE TRAINING PROGRAM

In response to training needs that existed, the Ministry of Education developed a 1½ year basic management training course which focuses on developing basic management skills needed to

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[2] J.L. Nkata, S.O. Opio, and S.B. Onek, Consultancy Report on the Management Training Curriculum Outlines and Programmes for Primary School Headteachers, District Education Officers, and School Governing Bodies in Uganda, Kampala, n.p., January 1994.

function effectively as a Ugandan primary school headteacher. The first cycle of the course is now being completed "on-the-job" by about 2,400 Ugandan headteachers at their schools. The course consists of the following five major components:

- Self-Instructional Materials (five modules in all)
- Peer group meetings (every 2 weeks)
- Assignments (related to the tasks being studied and mastered)
- Short Residential Sessions (four 3-day sessions in all)
- A final Comprehensive Examination.

Details of these components are given in Appendix B (see pages 17-18 of this paper).

Direct costs to conduct the course in Uganda are about $150 to $200 per person trained, once the self-instructional materials were written, field tested, and revised. About $30 is needed to pay for the modules, $40 for supplementary materials (including a desk diary, financial analysis book, ledger, petty cash receipt book, and a reference book about management in Uganda), $36-$48 for 12 days of food and lodging at the residential sessions, $50 for trainers (including assignment marking), and a $15 examination fee. All of these costs are paid by the Ministry of Education and USAID, since the training is essentially a mandated staff development activity.

More information about the course and how to purchase the management training modules developed can be obtained by contacting: The Coordinator, TDMS, Ministry of Education, P.O. Box 10505, Kampala, Uganda. Copies of the modules can be seen at the Center for International Education, University of Massachusetts (c/o Dr. David Evans) and at my office in Connecticut.

CONCLUDING THOUGHTS AND RECOMMENDATIONS

1. The approach used in Uganda to identify and prioritize the training needs of headteachers can be adapted for use in other countries. That is:

    - The 155 tasks of headteachers shown in Appendix A can be used as an initial list to develop similar training needs assessment questionnaires for use elsewhere.

    When identifying training needs, however, it should be noted that the information gathered by using such a questionnaire should be supplemented by other information in order to obtain a full picture of the training needs that exist. Other information that should be gathered includes (a) a study of future plans of the Government that may affect what headteachers will be required to know and do and (b) an analysis of important problems occurring in schools and districts that may result from a lack of headteachers' knowledge and skills.

2. In addition, the self-study training approach being used to train headteachers in Uganda is working well and seems to be worth considering for possible use in other countries.

APPENDIX A

PRIMARY SCHOOL HEADTEACHER TRAINING NEEDS ASSESSMENT FORM

Please complete this form to help the Ministry of Education plan management training programmes for primary school headteachers. The form lists tasks that headteachers may do. Your help is needed to determine which tasks are more important than others for headteachers to learn about. Your ratings will help indicate the most important training needs of headteachers. Based on these needs, suitable training will be developed.

Look at each task and place one of the following numbers in the space provided next to that task.

1 = Very Important. (Definitely train headteachers to do this!)

2 = Important (Train headteachers to do this if possible).

3 = Neither important nor unimportant.

4 = Not important.

5 = Very unimportant. (Definitely do not train headteachers to do this!).

A. General Management		***Mean Response:*** $\bar{x}$ ***(N=47)***
1. Prepare school mission statement.	_____	*1.3*
2. Set annual school objectives.	_____	*1.1*
3. Plan how to achieve objectives.	_____	*1.1*
4. Monitor and evaluate achievement of plans and objectives.	_____	*1.2*
5. Delegate work to others.	_____	*1.5*
6. Manage one's time effectively during the day.	_____	*1.4*
7. Make effective decisions about school matters under his/her control.	_____	*1.3*
8. Implement decisions taken at various forums/meetings.	_____	*1.4*

9. Effectively cope with crises and emergencies.	_____	*1.6*
10. Assess school effectiveness.	_____	*1.2*
11. Implement government and school policies.	_____	*1.2*
12. Initiate school policies.	_____	*1.3*
13. Lead others so school plans and objectives are achieved.	_____	*1.3*

B. Personnel Management

1. Declare teacher vacancies to the DEO.	_____	*1.6*
2. Arrange for appointment of non-teaching staff.	_____	*1.9*
3. Arrange for recruitment of support staff paid by the school.	_____	*1.9*
4. Prepare job descriptions for personnel.	_____	*1.6*
5. Receive appointed and posted teachers.	_____	*1.7*
6. Explain to each person the requirements, terms, conditions, and expectations of the position.	_____	*1.5*
7. Allocate/assign duties to teachers and staff.	_____	*1.5*
8. Set up school work groups/committees/task forces.	_____	*1.5*
9. Maintain a desirable working climate.	_____	*1.6*
10. Motivate teachers and staff.	_____	*1.4*
11. Ensure presence and punctuality of teachers/staff and pupils.	_____	*1.5*
12. Appraise staff work performance.	_____	*1.5*
13. Provide feedback to teachers/staff about their performance.	_____	*1.5*
14. Write Annual Confidential Reports for staff.	_____	*1.3*
15. Arrange for confirmation of teachers.	_____	*1.8*
16. Recommend teachers for promotion.	_____	*1.5*
17. Maintain good discipline throughout the school.	_____	*1.3*

18. Deal with staff performance problems. _____ *1.4*

19. Discipline or initiate discipline of teachers/staff, within the power entrusted to him/her. _____ *1.3*

20. Suspend teachers (within regulations). _____ *1.8*

21. Recommend termination of teachers/staff. _____ *1.9*

22. Monitor, approve or recommend approval for staff/teacher holidays, study leave, and sick leave. _____ *1.7*

23. Resolve/handle conflicts when disputes occur. _____ *1.3*

24. Arrange substitute for absent teacher. _____ *1.8*

25. Arrange for departmental head appointments. _____ *1.8*

C. Staff Development

1. Identify training needs of staff. _____ *1.4*

2. Design and plan staff development activities and programs. _____ *1.3*

3. Orient/induct new teachers and staff. _____ *1.7*

4. Guide and train teachers and staff. _____ *1.4*

5. Counsel teachers who are experiencing problems with classroom management/discipline. _____ *1.3*

6. Regularly observe teachers' performance, including pre- and post-observation conferences. _____ *1.5*

7. Advise staff on training opportunities available. _____ *1.5*

D. Financial Management

1. Prepare a budget for the school. _____ *1.1*

2. Mobilize/arrange financial resources (e.g., fund raising). _____ *1.3*

3. Obtain financial grants from the government. _____ *1.5*

4. Administer fiscal operations of the school within established budgetary guidelines and financial accounting regulations.	_____	*1.3*
5. Issue receipts for cash collected.	_____	*1.6*
6. Keep ledgers.	_____	*1.4*
7. Maintain petty cash account/fund.	_____	*1.3*
8. Keep cash and financial records safely.	_____	*1.2*
9. Maintain a current bank account.	_____	*1.7*
10. Reconcile bank account.	_____	*1.9*
11. Prepare financial statements and balance sheets.	_____	*1.5*
12. Prepare annual financial report.	_____	*1.2*
13. Present financial statements and reports to School Management Committee, PTA, and DEO.	_____	*1.2*
14. Bill parents for school fees.	_____	*1.6*
15. Deal with overdue payments from parents.	_____	*1.7*
16. Account for school funds.	_____	*1.1*
17. Pay money to staff, teachers, and suppliers based on agreed rules and procedures.	_____	*1.6*
18. Complete teachers' payroll forms.	_____	*1.4*
19. Ensure that teachers/staff are paid.	_____	*1.5*
20. Follow-up teacher salary increments, raises, bonuses, and allowances.	_____	*1.6*
21. Recommend loans for teachers and staff.	_____	*2.1*
22. Prepare and present books and accounts for auditing.	_____	*1.3*
23. Recover monies from loans made to staff.	_____	*1.8*
24. Arrange contracts for school work/projects.	_____	*1.4*
25. Deal with breach of contract.	_____	*1.6*

E. Records Management

1. Establish a records system in the school.	_____	*1.1*
2. Maintain an effective filing system.	_____	*1.2*
3. Keep open and confidential personal files for each teacher/employee.	_____	*1.5*
4. Maintain a personal file for each pupil.	_____	*1.7*
5. Keep staff attendance register.	_____	*1.7*
6. Maintain an admissions register.	_____	*1.5*
7. Maintain an updated enrolment list.	_____	*1.6*
8. Maintain pupils' attendance register.	_____	*1.5*
9. Maintain daily attendance summary.	_____	*1.7*
10. Prepare pupils' progress/report cards, as per regulations.	_____	*1.5*
11. Maintain school log book.	_____	*1.4*
12. Maintain a visitor's book.	_____	*1.6*
13. Maintain inventory records.	_____	*1.4*
14. Maintain security of school records.	_____	*1.4*
15. Maintain punishment record book.	_____	*1.5*
16. Maintain health record book.	_____	*1.5*

F. Materials and Supplies

1. Order or purchase supplies/materials.	_____	*1.4*
2. Maintain permanent stores ledger.	_____	*1.2*
3. Maintain consumable supplies ledger.	_____	*1.4*
4. Maintain expendable stores ledger.	_____	*1.5*

5. Maintain inventories of supplies and materials.	_____	*1.3*
6. Help teachers to select textbooks.	_____	*1.5*
7. Order textbooks.	_____	*1.4*
8. Ensure that textbooks are used regularly and well for teaching and learning.	_____	*1.4*
9. Properly store materials and supplies.	_____	*1.4*

G. Communication

1. Write official letters.	_____	*1.4*
2. Use staff and pupils' notice boards.	_____	*1.7*
3. Send information to parents and communities.	_____	*1.8*
4. Address school assembly.	_____	*1.6*
5. Make speeches at school-related functions.	_____	*1.6*
6. Send circular to class teachers, staff, and parents.	_____	*1.8*
7. Complete S-1 and technical school forms and deliver to appropriate places.	_____	*1.8*
8. Circulate information to relevant authorities (e.g., DEO, School Management Committee, PTA).	_____	*1.5*
9. Prepare an Annual Report of the school.	_____	*1.2*

H. Meetings

1. Arrange and lead the daily assembly.	_____	*1.9*
2. Conduct staff meetings.	_____	*1.6*
3. Prepares agendas for meetings.	_____	*1.6*
4. Ensure that minutes of meetings are prepared and maintained.	_____	*1.4*
5. Maintain a staff meeting minutes book/file.	_____	*1.5*

6. Maintain School Management Committee minutes book/file. _____ *1.4*

7. Maintain PTA minutes book/file. _____ *1.4*

8. Arrange parent/teacher pupil conferences. _____ *1.6*

9. Conduct parent/teacher conferences. _____ *1.4*

I. School Governance

1. Follow laws and regulations related to the school. _____ *1.3*

2. Promote community awareness of, support for, and participation in the school's programs. _____ *1.3*

3. Maintain good public relations with parents and the community. _____ *1.3*

4. Explain the role, duties, and composition of the PTA. _____ *1.3*

5. Explain the role, duties, and composition of the School Management Committee. _____ *1.4*

6. Serve as Secretary to the PTA. _____ *1.7*

7. Serve as Secretary to the School Management Committee. _____ *1.5*

8. Tender technical advice to school bodies (e.g., Management Committee, PTA), as appropriate. _____ *1.3*

9. Explain school regulations and procedures to staff/teachers. _____ *1.4*

10. Mobilize volunteers from the community to help the school. _____ *1.4*

J. Curriculum Management

1. Prepare school time-table. _____ *1.3*

2. Ensure that classes are held. _____ *1.5*

3. Ensure that teachers prepare schemes of work. _____ *1.5*

4. Check lesson plans of teachers. _____ *1.5*

5. Ensure that pupil's work is corrected and marked. _____ *1.6*

6. Help teachers develop continuous assessment techniques. _____ *1.4*

7. Organize and coordinate examinations (internal & external). _____ *1.4*

8. Arrange co-curricular activities (e.g., drama, scouting, sports, games, volunteer schemes, community activities). _____ *1.4*

9. Organize and approve educational tours for pupils/staff. _____ *1.6*

10. Assist teachers to develop learning objectives for themselves and their pupils. _____ *1.4*

11. Assist teachers and pupils to have a vision for their future. _____ *1.4*

12. Ensure that guidance/counseling services are provided to pupils. _____ *1.3*

13. Initiate/design school-based curriculum, including activities relevant to local conditions. _____ *1.3*

14. Propose modification of curriculum/textbooks to National Curriculum Development Centre. _____ *1.2*

15. Establish P-8 teaching curriculum in the school (if approved). _____ *1.3*

K. School Facilities

1. Initiate and implement physical development of the school. _____ *1.3*

2. Maintain a safe and healthy school environment. _____ *1.4*

3. Inspect the physical plant and initiate and carry out procedures to maintain, improve, modify and/or make repairs. _____ *1.5*

4. Ensure maintenance of the school grounds and buildings. _____ *1.6*

5. Order suitable furniture for the school. _____ *1.7*

6. Ensure that school facilities are effectively used for school and community activities. _____ *1.5*

7. Inculcate in pupils and teachers the care of school and public property. _____ *1.3*

8. Maintain boarding accommodations, where applicable. _____ *1.5*

L. Pupils (In addition to tasks mentioned elsewhere)

1. Admit pupils to the school.	____	*1.5*
2. Discipline pupils.	____	*1.4*
3. Register pupils for primary leaving examination.	____	*1.5*
4. Assist in placement of P-7 leavers, where possible.	____	*1.8*
5. Writes recommendation letters for pupils.	____	*1.7*

M. Other

1. Provide first aid services when needed.	____	*1.5*
2. Ensure that school personnel comply with health regulations.	____	*1.4*
3. Organize/approve school feeding programs for pupils/staff.	____	*1.8*
4. Demonstrate appropriate and accepted levels of conduct/behavior.	____	*1.3*

Title Of Your Position:_____

THANK YOU!

TDMS/SUPER
MOES, Kampala
15 September 1994

BASIC MANAGEMENT TRAINING COURSE OVERVIEW

The management training course developed by the Ministry of Education with assistance from USAID is intended to help Ugandan primary school headteachers develop knowledge and skills needed to function effectively in their jobs. The course consists of these major parts:

1. Self-Instructional Materials

Headteachers are provided with self-instructional materials called modules. Each module is about 250 pages long and contains four to six units that focus on developing specific skills and knowledge needed to perform well as a headteacher. The titles of the modules and units are as follows:

Module 1: Educational Management

Unit 1.1: School Mission and Objectives
Unit 1.2: Leadership Skills
Unit 1.3: Productive Staff Meetings
Unit 1.4: Time Management
Unit 1.5: Planning and Evaluation

Module 2: Personnel Administration

Unit 2.1: Staff Recruitment
Unit 2.2: Staff Motivation and Welfare
Unit 2.3: Staff Development
Unit 2.4: Performance Appraisal and Feedback
Unit 2.5: Staff Discipline
Unit 2.6: Personnel Records and Forms

Module 3: Financial Management

Unit 3.1: The School Budget
Unit 3.2: Keeping Financial Records
Unit 3.3: Financial Statements and Reports
Unit 3.4: Accountability
Unit 3.5: Mobilizing Financial Resources

Module 4: School Governance

Unit 4.1: School Management and the Law
Unit 4.2: School Management Committee
Unit 4.3: Parent-Teacher Association

Unit 4.4: School-Community Mobilization

Module 5: Curriculum Management

Unit 5.1: Instructional Materials Management
Unit 5.2: Instructional Supervision and Support
Unit 5.3: Managing Pupil Assessment and Examinations
Unit 5.4: Organising Curriculum Schedules
Unit 5.5: Increasing Pupil Performance
Unit 5.6: Working with Parents and Pupils

2. Peer Group Meetings

Near the end of each unit is a section called "Peer Group Meeting Activities". This contains the agenda for a meeting to be attended and conducted by headteachers working near one another (typically 8 to 15 persons). These meetings are held every two weeks. They give a chance for those in the course to discuss their studies and to share information about related experiences in their schools.

3. Assignments

Each unit also contains one or more assignments to be completed. These assignments give the learners a chance to practice what they have learned about in the unit. Most require that the headteachers being trained do things that they should be doing anyway (such as preparing a school budget or planning a School Open Day for parents). The assignments also provide a basis for certifying that the trainee has mastered the skills taught at a level sufficient to perform as a competent headteacher. To successfully complete the course, all of the assignments must be satisfactorily completed.

4. Residential Sessions

At the beginning of the course and three times thereafter, headteachers being trained are asked to attend 2½-3 day residential sessions conducted at a nearby teachers' college. These sessions introduce the modules to be studied during the coming months and provide a chance to review and discuss what has been studied. Diagnostic tests are also given to help participants judge if they are learning as well as they should.

5. Comprehensive Examination

At the end of the course, a final comprehensive written examination is given. Trainees who successfully complete the examination and complete other requirements of the course (including successful completion of all assignments and 75% attendance of the peer group meetings and residential sessions) are certified as having demonstrated that they know enough about management to function as a school headteacher.